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A two-part guide to facilitate the work of citizens' advisory committees for ESEA Title I programs presents procedures for both members of advisory committees and members of school district staffs. Procedures for advisory committee members cover selection of members and officers, responsibilities of the committee, relationship to the board of education, and conduct of meetings. Recommendations for school district staff members include ways to improve advisory committee member involvement and a suggested four-session training program for advisory committees. Basic steps to follow for leading a discussion group are outlined, and a sample of bylaws as well as excerpts from State and Federal guidelines for school district advisory committees are appended. (JK)

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of 1965, Title I
(Public Law 89-10)

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty — Superintendent of Public Instruction
Sacramento
1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HANDBOOK FOR CALIFORNIA

SCHOOL DISTRICT ADVISORY COMMITTEES

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I

(PUBLIC LAW 89-10)

Prepared in the

OFFICE OF COMPENSATORY EDUCATION
Wilson C. Riles, Director

BUREAU OF COMMUNITY SERVICES
AND MIGRANT EDUCATION
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PREFACE

In providing funds for compensatory education programs, Federal regulations and state guidelines for the Elementary and Secondary Education Act, Title I,* specify that the poor shall have a voice in deciding what the programs shall be. This policy recognizes that the school must have the loyalty, cooperation and support of the public it serves if it is to fulfill its educational task.

An effective method of increasing public involvement in school affairs is to develop citizens' advisory committees to keep the boards of education informed about the promotion of community needs. In addition, citizens' advisory committees are an excellent vehicle for better understanding between the community and the school officials.

In recognition of the need for total community participation, school district advisory committees are required for all Title I programs to insure that these programs are truly responsive to community needs. Such advisory committees should provide suggestions to both school and community for improving educational programs for children from low income families. To be successful in its purpose, the advisory group must actively cooperate with all community leaders and agencies involved in compensatory education programs.

This handbook is designed for use by the school district advisory committee and the school district's Title I staff. Part I contains information to assist the advisory committee member, while Part II is oriented toward the school district staff member and his responsibilities in insuring a viable, effective advisory committee.

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*Throughout the text, Title I and/or ESEA refer to Public Law 89-10, Elementary and Secondary Education Act of 1965.

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PART I

This part of the handbook
is primarily for the use of
advisory committee members.

SUGGESTED PROCEDURES FOR ADVISORY COMMITTEES

SELECTION OF ADVISORY COMMITTEE MEMBERS

The State Guidelines for ESEA Title I provide that the school district is responsible for establishing the school district advisory committee, for determining the number of committee members, and for determining the method of selecting members.

The guidelines require that at least 50 percent of the members of the advisory committee shall be residents of the target areas where the school district's ESEA Title I programs operate. The remaining membership shall include representatives from the school district staff, community action agency and non-public school agencies, such as private and parochial schools, settlement houses, migrant labor camps, civic, business, labor and ethnic groups, and public health and welfare agencies providing services to low-income children. Not every agency in the community can be represented. Each school district must choose the most appropriate ones.

Districts which cannot meet the requirements of the guidelines may request a waiver from the State Department of Education, Office of Compensatory Education. The request for a waiver must be accompanied by an explanation of how adequate representation on the advisory committee is to be achieved.

Representatives selected on the basis of their interest in or knowledge about the low-income child should understand that they speak as individuals rather than as representatives of their agencies or organizations. Advisory committees are for the purpose of bringing about cooperation and coordination and not dissension in the community. Advisory committees are not to be used as pressure groups.

Among the methods of selecting parents to serve on the advisory committee are:

The project school administrator may appoint a committee to select

representatives.

The project school PTA may recommend representatives.

Appropriate target area school personnel, both public and non-public, may make recommendations.

The terms of advisory committee members should be staggered to insure continuity on the committee. Alternates may be selected to serve in the absence of a regular member. A procedure should be established to fill vacancies of members and alternates. Frequent absence of committee members should be discouraged, and procedures should be established for removing frequently absent members.

Parents who are school district employees should be classified as school district staff. Staff members selected for membership on advisory committees should be directly involved in the Title I program.

In very large districts or districts covering a wide geographical area, more than one advisory committee may be necessary. Where a district has more than one advisory committee, communication between the committees is very important. Examples of communication are: exchange of minutes, joint meetings, joint executive committee meetings, special area subcommittees. Advisory committees work best when they are neighborhood-based.

ADVISORY COMMITTEE OFFICERS

The ESEA Title I coordinator or school district staff person directly responsible for the district's ESEA Title I program should coordinate the work of the advisory committee or committees and should serve as the chief resource person. Whether the coordinator should be a voting member of the committee and/or chairman is frequently an important issue. Experience indicates that when the coordinator serves as a resource person rather than a voting member, the lay members of the committee participate more fully.

All officers of the advisory committee should be selected by the committee members, and the term of office should be at least one full year. School personnel should not dominate the committee.

WHAT THE ADVISORY COMMITTEE DOES

The committee has advisory, rather than policy-making, functions. State guidelines do not give the advisory committee a veto over ESEA Title I programs. The advisory committee assists and advises the school district in:

1. Developing programs in cooperation with existing community action programs in the locality.

   a. Review educational programs in the target area to see if needs are being met and to eliminate duplication of efforts.

   b. Be aware of services that are related to ESEA Title I programs and available through community action programs. Such programs might include adult education classes for training low-income teacher aides and special tutoring services for children.

2. Bring together community resources to attack the problems of target area children, including assistance in locating appropriate sources of aid such as:

   a. Welfare department salaries for AFDC persons to serve as teacher aides.

   b. Private industry loans or gifts of equipment and supplies.

   c. County health department immunization programs.

   d. Gifts of money or facilities.

   e. Citizen volunteer services.

   f. Groups such as VISTA volunteers and college students to serve as tutors.

3. Overall planning, development, implementation and dissemination of

information relative to the objectives of the compensatory programs.

a. Meet regularly with appropriate school personnel to become familiar with the operation of ESEA Title I programs and then interpret the programs to the entire community.

b. Assist the ESEA Title I coordinator and staff in:

(1) Assessing the unmet needs of target area children.

(2) Setting objectives to meet these needs.

(3) Determining the priorities for accomplishing these objectives.

(4) Developing specific proposals to carry out these objectives.

4. Acting as a sounding board for any individual or group to suggest additions to or changes in the school district's proposed compensatory education programs.

a. Provide organizations concerned with the target area population an opportunity to have their suggestions considered.

b. Serve as a vehicle for bringing concerns from the community to the school district.

5. Evaluating the ESEA Title I programs.

a. Assist the school district to evaluate ESEA Title I projects.

b. Recommend changes in ESEA Title I projects when necessary.

c. Obtain information about the programs from participants and their families and submit the information to the school district.

BYLAWS

It is helpful for advisory committees to have a set of rules or procedures by which they govern themselves. These rules are called bylaws and should be jointly developed by the advisory committee and the school district.

A sample set of bylaws is included in Appendix B.

THE ADVISORY COMMITTEE AND THE BOARD OF EDUCATION

The members of the board of education are the representatives of the community in matters pertaining to public education. The role of an advisory committee is not to make policy, but to make suggestions.

Because of the number of items that come before the board, it must formulate rules and regulations on making decisions. Such rules and regulations are written and are called "board policy." Board policy will usually include policies on advisory committees and relationships to community groups. The ESEA Title I coordinator should be able to provide committee members with information about board policy and how the committee's concerns may be brought to the attention of the board.

To keep the board of education informed of the concerns and recommendations of the advisory committee, minutes of the committee meetings should be regularly submitted to the board.

USE OF FUNDS FOR COMMITTEE OPERATIONS

Expenditures necessary for the operation of advisory committees may be included in the school district's ESEA Title I budget. The proposed expenditures must be itemized in the project application and, if approved, must be spent in the manner described in the application.

When financial problems are a barrier to effective participation, expenditures may be made to help low-income members of the advisory committee meet the incidental costs of serving on the committee. Such expenditures may include transportation to meetings and other necessary costs as itemized in the project application.

HOW TO CONDUCT A MEETING

Meetings are to enable people to get together for particular purposes. Meetings can be large or small, formal or informal. One of the duties of the advisory committee chairman is to decide which type of meeting best serves the committee. Because of the nature of ESEA Title I advisory committees, good informal discussion can become the key to effective relationships. Coffee breaks are useful in establishing an informal atmosphere.

The agenda for either formal or informal meetings furnishes the "road map" for the session. The agenda for a formal meeting is generally prepared by the chairman in advance. On the other hand, some informal groups "build their agenda" at the beginning of the meeting and carry over only items left over from the last session.

A sample agenda for an advisory committee meeting is presented below. This is only a suggestion and many other agendas are possible. Not all of the items need be included in every meeting.

1. The chairman calls the meeting to order.
2. Minutes of the last meeting are read and approved.
3. Compensatory education staff members and guests are introduced.
4. The project director presents a progress report. If the report is written, a copy should be given to each member prior to the meeting.
5. The report is discussed and suggestions made.
6. Other items are considered.
7. Future activities of the committee are planned.
8. The meeting is adjourned.

EXCERPTS FROM "SO YOU HAVE BEEN ASKED TO LEAD A DISCUSSION GROUP"
BY HAL MARCKWARDT, WESTERN CENTER FOR COMMUNITY EDUCATION
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SO YOU'RE THE LEADER

Leadership involves more than just techniques--it depends on you and your personality. Your title, "Discussion Leader," suggests your role.

You are not a resource person, a lecturer or a teacher. Your purpose is to assist the group to do its job, by guiding and directing the group members through their discussion.

Two attitudes are very important for the successful discussion leader:

1. Attitude toward others--a belief in the uniqueness of the individual, that each person is a potential contributor to the discussion.

2. Attitude toward self--being secure enough that you can allow others to have opinions that differ from yours.

REMEMBER: The most effective group is the one in which each member feels free to carry the ball.

SET THE STAGE

The group members must be at ease physically.

In advance, if possible, select a spot that is appropriate to the subject being discussed and to the size of the discussion group.

Whenever possible, control outside noises and disturbances. Try to provide for normal temperature, fresh air and adequate light.

Secure seats that are comfortable, an arrangement that is uncrowded and permits everyone to see and hear everyone else. Avoid having one or more who are outside the circle.

If a recorder or an observer is to be appointed, select each before you begin.

THE LEADER'S PREPARATION

The leader, who accepts his function of increasing the group's critical thinking and decision-making ability, might prepare by asking himself:

1. How can I behave to free the group from dependence on my ideas?
2. How can conditions for maximum participation of group members be obtained?

To become constructively creative, each group member must know what he is expected to do.

As leader, plan to state clearly the subject to be discussed and what procedure you would suggest that the group follow. (Prepare in advance your opening statement--don't divert the group.) Keep in mind that the more you talk the more the group may expect you to carry the ball alone.

GETTING STARTED

The setting of a friendly climate is most important at this point. It is not likely that a group member will "open up" until he feels safe to express his attitudes and concepts. Trust comes from knowing something about the other group members and having the feeling that comments will be valuable to the group, that one won't be ignored, ridiculed, criticized or otherwise embarrassed.

Consider some of the ways leaders use to establish a free atmosphere and friendly tone:

1. Introductions--either by the leader or members themselves is usually a way for individuals to gain status in the group.
2. Dispense with unnecessary formalities, like:
   a. Raising hands for permission to speak.
   b. Standing to speak.
   c. Addressing the chair.

   These are ways to make the group a formal one. They tend to discourage free and open discussion.

3. Listen attentively to what each group member has to say.

4. Try to set aside your own evaluation of ideas offered by the members (you need not comment on every person's contribution).

5. Preaching, teaching or moralizing are out.

6. Avoid pushing people into participation before they are ready. Let it be known that it is okay for members to refrain from talking, if they wish.

7. Occasionally, test to make sure the group knows clearly what its task is. Re-state the question under discussion. "Where are we now in relation to....?"

A good technique is to ask another group member to state what he feels is the task at hand or what the key speaker has suggested the group do.

GETTING THROUGH

It has been indicated that the right atmosphere is important if group members are to feel free to express themselves. After you have set the stage and encouraged conversation, you are still not guaranteed that the members of your group will get through to each other.

Effective communication between people occurs when: WHAT THE SPEAKER SAYS = WHAT THE LISTENER HEARS.

In other words, real communication takes place only when the listener understands as closely as possible what the speaker intended him to.

There are many reasons why real communication seems often to be short-circuited:

1. Persons don't always feel free to say what they really mean.

2. Some words have different meanings for different people.

3. Sometimes we hear only what we want to hear with the result that the meaning intended by the speaker is distorted.

4. Often we don't listen to a speaker's words. Much of the time we are too busy thinking of what we are going to say next.

Encourage "LEARNING TO LISTEN."

The leader can encourage real communication:

1. Through the creation of a cordial atmosphere.

2. Through listening conscientiously to every comment.

3. By occasionally attempting to re-state in his own words the meaning he gets from a person's comments.

4. By encouraging others in the group to re-state in their own words what they heard. This process of feedback emphasizes one's contribution to the group and encourages members to make a conscious effort to be understood.

BECOMING A GROUP

Thus far, your goal as group discussion leader is an attempt to create and develop a close-knit, workable unit of persons capable of carrying out a task. You have created an atmosphere in which real communication seems to take place and yet you may ask, "How do I 'become a group?'" The discussion leader might ask himself the following questions:

1. Have I released the group to its own resources--am I, as a leader, regarded as a group member and do my statements no longer carry the weight of "an authority who knows"?

2. Is there a feeling of freedom in the group that encourages members to share without reservation their real concerns and ideas?

3. Does each member seem to have assumed some responsibility for the forward motion of the group? Are they no longer looking to the leader as the individual who has all the answers or as the person solely responsible for the completion of the group task?

SUMMARY

A few minutes before you are scheduled to stop, or when it appears the group has exhausted the subject, bring the discussion to a close and summarize the significant points. This may be done by an appointed person or by you.

The summary should be brief, but should not be a last minute statement given to the tune of closing note pads, moving chairs and people standing to leave.

The summary is most helpful and vital in leaving the group with a sense of achievement, clarifying group thinking, and testing your conclusions, as leader, with those of the group.

Express your appreciation to the group. If they are to meet again, explain where and when. If a written report is required, see that it is done before the reporter has lost the fine points of the discussion.

COMPENSATORY EDUCATION AND INTEGRATION

The advisory committee of any Title I project should know of the State Board of Education policy concerning the responsibility of school districts to address themselves to alleviating de facto segregation in their schools. Committee members should be advised of the progress of planning for desegregation and integration within the school district and implementation of any existing plans already adopted by the board of education. The McAteer Act of 1965 provides that compensatory education programs shall not sanction, perpetuate or promote the racial or ethnic segregation of pupils in the public schools.

Advisory committees can be of great assistance to school districts in bringing supportive compensatory services to disadvantaged children when they are moved to integrated settings.

Following are excerpts from the State Guidelines pertaining to compensatory education and integration:

"Where concentrations of minority disadvantaged children exist within a school system . . . opportunities for remedying the negative effects of segregation should be included in the planning and development of compensatory education programs.

"Compensatory education funds may be used to advance school integration in the following ways:

a. Funds may be used to facilitate preparation for integration when related to services for target area children.

b. After the integration process has started, Title I programs may follow the children to their new schools to assist in enhancing their educational achievement and social adjustment. Funds may also be used to purchase particular kinds of intergroup relations material.

c. Funds may be used to transport children from target schools to other schools in the district. This procedure shall not only enhance racial integration but shall also reduce class size in the target area school.

d. Funds may be used for planned visitation and exchange programs involving children from the target area.

e. Funds may be used for cultural enrichment projects which include pupils from de facto segregated schools in district-wide programs such as art exhibits, science fairs, field days, student government activities."

PART II

This part of the handbook is primarily for the use of school district staff.

HOW THE SCHOOL DISTRICT CAN IMPROVE ADVISORY COMMITTEE MEMBER INVOLVEMENT

The school district's attitude toward the committee, willingness to listen, acceptance of recommendations, and acceptance of committee members will largely determine the success or failure of the advisory committee.

Attendance will be good if committee members feel involved because of a sense of accomplishment. These feelings will prevail if the committee's recommendations are considered and incorporated into the project.

The following suggestions will help the school district to involve advisory committee members in the work of the committee. The school district should:

1. Provide training so members clearly understand the committee's function and operation as well as their role as a committee member.

2. Provide for meaningful committee involvement in planning the project.

3. Provide publicity by preparing press releases on committee activities.

4. Use an interpreter to help clarify discussions if non-English speaking persons are on the committee.

5. Listen to and consider all suggestions.

6. Encourage members to submit ideas and recommendations.

7. Encourage members of the committee to assist the chairman in preparing agendas.

8. Hold the meetings in the target areas.

9. Encourage everyone to participate. Ask questions if members are not participating in the discussion.

10. Have frequent information sessions to discuss what the projects are doing for children.

11. Invite project staff members to meetings to answer questions.

12. Provide an informal setting for meetings.

13. Contact each member the day before a meeting.

14. Help arrange transportation for those committee members who might not otherwise be able to attend.

15. Contact absent members and review what happened at the meeting. Ask for their opinions on subjects discussed.

16. Permit committee members to invite community persons to visit meetings.

SUGGESTED TRAINING PROGRAMS FOR ADVISORY COMMITTEES

WHY TRAINING IS NEEDED

Advisory committee members may not have had previous experience in participating on a committee. A training program may help develop the participation skills needed on an advisory committee.

Training should:

1. Provide information about programs, procedures, methods, and materials used in compensatory education.

2. Suggest methods by which the members may help to assess needs for, and evaluate the effectiveness of, ESEA Title I programs conducted by the school district.

3. Demonstrate appropriate participation skills and provide an opportunity for learning them.

4. Provide opportunity for the members to discuss their roles and functions and to compare their views with those of the ESEA Title I coordinator and other school officials.

5. Provide an opportunity for committee members to assume a greater role in the education of their children.

All advisory committee members and school personnel who work with the advisory committees should be included in training programs.

A SUGGESTED TRAINING PROGRAM

The training program will be most effective if advisory committee members have a part in planning their own activities and can make maximum use of their own experience. It is essential that the members see the relationship of what they are expected to learn to the problems they want to solve.

Following is a suggested framework for a training program:

Session I: Programs and Procedures

1. Welcome the participants. Discuss their expectations for the training program. Outline the training program objectives of the school district.

2. Divide into groups of four to six persons and ask each group to submit two questions concerning ESEA Title I.

3. Return to the large group and have a small panel of resource persons with experience in ESEA Title I projects or other compensatory education programs answer the questions.

4. Open the discussion to all participants.

5. Set a date and time for the next session. Appoint a subcommittee to assist in the planning of the remaining sessions.

Session II: Local Programs, Ongoing and Planned

1. Welcome the committee members and discuss their participation in this session. Ask the subcommittee to report.

2. Divide into groups of four to six persons and ask each group to submit two questions concerning the school district's ongoing and/or planned programs.

3. Return to the large group and have a small panel of persons from the ESEA Title I projects or other compensatory education programs answer the questions.

4. Open the discussion to all participants.

5. Set a date and time for the next session.

Session III: How to Conduct Committee Meetings

1. Welcome the committee members and discuss their participation in this session.

2. Explain the usual functions of a chairman and participants at a committee meeting.

3. Divide into groups of six to eight persons and give each a problem to solve. Use actual problems relating to ESEA Title I projects whenever possible. Ask one person in each sub-group to serve as chairman and a second to serve as observer. Explain the observer role as a method for providing the group information about its performance. A guide to assist observers in assessing the group's performance appears on page 19.

4. After a reasonable period for working on the assigned problems in the sub-groups, return to the large group and let each observer report.

5. Open the discussion to all participants.

Session IV: Improving Programs and Committee Operation

1. Welcome the committee members and discuss their participation in this session.

2. Divide into groups of four to six persons and ask each group to submit two ideas for improving the operation of the advisory committee, including additional training committee members may want.

3. Appoint a subcommittee to assist the ESEA Title I coordinator in implementing the suggestions and set a meeting date for the subcommittee.

4. Ask each group to submit two ideas for improving the school district's ongoing and/or planned programs.

5. Open the discussion to all participants.

Sessions probably should be held in the evening or on weekends so that all members of the committee may have the best possible opportunity to attend.

SAMPLE ISSUES FOR DISCUSSION

The following are examples of issues that may be considered during a series of training sessions:

1. How may understanding be increased between parents and school officials?

2. How may a teacher's unfavorable attitude toward some children be changed?

3. How may participation in school lunch programs be increased?

4. How may more effective counseling services be provided without additional funds?

5. What may be done to involve young adults in after-school recreation and study programs?

6. What may be done to assist families whose children are absent from school due to a lack of clothing and lunch money?

7. What may be done to assist students from families in which little or no English is spoken?

OBSERVATION GUIDE

During Session III, members of the advisory committee are selected to act as observers to report on the performance of other committee members in small groups. Following are samples of areas in which observers should provide information:

1. Was agreement reached on an agenda (topics for discussion)? If yes, how? If no, why not?

2. How much is everyone interested in the topic being talked about?

3. How well do all of the people in the group work together?

4. Is everyone free to say whatever he believes? If so, why? If not, why not? Does everyone have a chance to talk?

5. How well does the group get its job done? How could the group get its job done faster and better?

6. How are differences of opinion taken care of?

7. Which people are helping to lead the group? What do they do that helps?

APPENDICES

APPENDIX A

EXCERPTS FROM STATE AND FEDERAL LAWS AND GUIDELINES

SCHOOL DISTRICT ADVISORY COMMITTEES

STATE GUIDELINES, COMPENSATORY EDUCATION, UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10, TITLE I, REVISED, JUNE 1967.

The school district shall establish a local advisory committee to bring about the cooperation and coordination of all community resources. If there is a local community action agency, which meets the criteria of these guidelines for an advisory committee, such a community action agency may serve in lieu of an advisory committee, subject to the approval of the school district.

Because the needs and resources of school districts may differ, considerable latitude is allowed in the development and conduct of a school district advisory committee. The school district shall decide the number of representatives on an advisory committee.

In the selection process, there shall be maximum effort to involve the resident groups and parents of children in the project area in selecting representatives for the advisory committee. The specific selection process to be employed shall be the responsibility of the school district. The selection process shall adhere to the criteria established in these guidelines.

The following shall be minimum standards for representation on the school district advisory committee:

1. Of the total membership on the advisory committee, no less than 50 percent (50%) shall be residents of the project areas in which the school district's program will be concentrated. In selecting the project area representatives, preference shall be given to parents of the educationally disadvantaged children.

2. The remaining membership on the advisory committee shall include representatives from the school district's staff, and the designee from the local community action agency, if one exists. It shall also include representatives from non-public school agencies responsible for the education of disadvantaged children in the project area, such as private and parochial schools, settlement houses or migrant labor camps, and leadership from the local community such as civic, business, labor, ethnic or religious groups and from other public agencies of health and welfare that provide services to the disadvantaged children.

Applicants who are unable to meet these standards shall request a waiver by submitting a justification and an explanation of how adequate representation will be achieved.

McATEER ACT OF 1965

". . . to combat effectively the evils of such disadvantage, a comprehensive, community-wide and state-wide cooperative effort

will be required together with a marshaling of all public and private resources and aids which may be useful in the endeavor. Securing cooperation, unity of action, and the concentration and effective direction of available outside resources and aids, public and private, should be an essential element of the programs for compensatory education, at both the state and local levels."

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I

"The Commissioner (of Education) shall . . . require that effective procedures be adopted by State and local authorities to coordinate the development and operation of programs and projects carried out under such Acts with other public and private programs having the same or similar purposes, including community action programs under Title II of the Economic Opportunity Act of 1964."

FEDERAL GUIDELINES

The advisory committee must be cognizant of the Federal Guidelines to Title I and the required cooperation with Community Action Agencies of the OEO. Under Section 205(2)(7), the State educational agency must determine:

"that wherever there is, in the area served by the local educational agency, a community action program approved pursuant to Title II of the Economic Opportunity Act of 1965 (Public Law 88-452), the programs and projects have been developed in cooperation with the public or private non-profit agency responsible for the community action program.

"Cooperation here means continuous and genuine working relationships during the period when programs are being planned and developed, as well as when they are being carried out. A healthy working arrangement between the local community action agency and the school system, already started in many communities, will help to create a climate in which these two agencies, as well as others, can fashion and shape their respective programs to complement and supplement one another, in accordance with the wording and intent of both the Elementary and Secondary Education Act and the Economic Opportunity Act, thereby avoiding competition, waste, and duplication. Cooperation does not permit the commingling of funds, but does permit the simultaneous use of funds under each of these acts to finance identifiable portions of a single project.

"Cooperation between the local educational agency and the local community action agency should insure that . . .

"Programs are tailored to the interest of each act.

"Programs proposed under one act reinforce programs proposed under the other act.

"Comprehensive plans are developed to take advantage of other available legislation, such as the Manpower Development and Training Act, the Vocational Education Act and the Vocational Education Act, working with other agencies of social welfare to attack the problem along conceptual lines rather than institutional lines."

APPENDIX B

A SAMPLE OF THE BY-LAWS

CITIZENS' COMPENSATORY EDUCATION ADVISORY COMMITTEE

ARTICLE I

NAME OF COMMITTEE

The name of this committee shall be the Citizens' Compensatory Education Advisory Committee.

ARTICLE II

OBJECTIVES

PURPOSE OF CITIZENS' COMPENSATORY EDUCATION ADVISORY COMMITTEE

The objective and purpose of the Citizens' Compensatory Education Advisory Committee shall be to assist the school district to bring about the cooperation and coordination of community resources which may be of value to the schools in the operation of the compensatory education programs. In achieving this purpose, the Advisory Committee shall provide advice and assistance in:

1. Developing programs in cooperation with existing community action programs in their locality;

2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children;

3. Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs;

4. Acting as a hearing board for any individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs.

This section of the By-laws shall in no way be construed as giving the school district advisory committee or the local community action agency a veto over Title I or over any other compensatory education programs. The Committee shall be an advising, coordinating and evaluating agency in order to further the purpose of education and the specific purpose of these By-laws. The Advisory Committee shall have no power to enter into contracts of any nature or to spend public funds. In the absence of his written consent, no committee member shall be required to provide any sum of money, property, or service, other than services described herein, to the Advisory Committee.

The Advisory Committee shall have no power to bind any member or the city school districts to any debt, liability, or obligation in the absence of an express written authorization from the party to be bound. The Advisory Committee shall have no powers beyond those expressly set forth herein.

ARTICLE III

MEMBERS

SECTION 1. COMPOSITION OF ADVISORY COMMITTEE

The needs and resources of the school districts require that membership be obtained from a broad range of interested persons and that there be a maximum effort to involve the residents and parents of children who will participate in the compensatory education programs. In order to satisfy this requirement, the minimum standards for representation on the Advisory Committee shall be as follows:

1. Of the total membership on the Advisory Committee, no less than fifty percent (50%) shall be residents of the project areas in which the school district's program will be concentrated. In selecting the project area representatives, preference shall be given to parents of the educationally disadvantaged children.

2. The remaining membership on the Advisory Committee shall include membership from the school district's staff and the designee from the local community action agency, if one exists. It shall also include representatives from non-public school agencies responsible for the education of disadvantaged children in the project area, such as private and parochial schools, settlement houses or migrant labor camps, and leadership from the local community such as civic, business, labor, ethnic or religious groups and from other public agencies of health and welfare that provide services to the disadvantaged children.

All committee members shall enjoy full rights and obligations of membership.

SECTION 2. SELECTION OF MEMBERS

Members shall be selected by the school districts based upon the member's demonstrated interest and concern for the welfare of young people to be served by the compensatory education programs. Each appointment shall be effective and each committee member shall serve upon the filing of his written acceptance with the school district.

SECTION 3. TERM OF OFFICE

All members of the committee shall serve for a two-year term, provided, however, that in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents and residents and one-half, or the nearest approximation thereof, of the members representing

organizations shall serve for a one-year term only during the first year of committee existence. After the first year of committee existence, all terms shall be two years in length. At the first regular meeting of the committee a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of a member's term, at least one year shall elapse before such member may be reappointed to a new term.

SECTION 4. VOTING RIGHTS

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Advisory Committee. Proxy voting and absentee ballots shall not be permitted.

SECTION 5. TERMINATION OF MEMBERSHIP

A member shall no longer hold membership should he cease to be a resident of the area to be served or otherwise terminate his relationship with the group or organization which he was selected to represent. Membership should automatically terminate as to any member who is absent from all regular and special meetings for a period of three consecutive months.. The committee by affirmative vote of two-thirds of all of the members of the committee may suspend or expel a member.

SECTION 6. TRANSFER OF MEMBERSHIP

Membership in the Advisory Committee is not transferable or assignable.

SECTION 7. ALTERNATES

A committee member may send an alternate. An alternate shall have no voting power, and the presence of an alternate shall not relieve a member from the effect of Section 5 of this Article.

SECTION 8. RESIGNATION

Any member may resign by filing a written resignation with the school district.

SECTION 9. VACANCY

Any vacancy on the committee shall be filled for the remainder of the unexpired term through appointment by the school district.

ARTICLE IV

OFFICERS

SECTION 1. OFFICERS

The officers of the Advisory Committee shall be a chairman, vice-chairman, secretary, and such other officers as the committee may deem desirable.

SECTION 2. ELECTION AND TERM OF OFFICE

The officers of the Advisory Committee shall be elected annually and shall serve for one year and until each successor has been elected and qualified.

SECTION 3. REMOVAL

Any officer elected or appointed by the Advisory Committee may be removed by a two-thirds vote of all members sitting on the Advisory Committee whenever in the judgment of the committee the best interests of the committee would be served thereby.

SECTION 4. VACANCY

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the committee for the unexpired portion of the term.

SECTION 5. CHAIRMAN

The chairman shall preside at all meetings of the Advisory Committee, and may sign all letters, reports, and other communications of the Advisory Committee. In addition, he shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the Advisory Committee from time to time. It is preferred that the chairman be a parent representative, and under no conditions should the chairman be a school district employee.

SECTION 6. VICE-CHAIRMAN

The duties of the vice-chairman shall be to represent the chairman in assigned duties and to substitute for the chairman during his absence, and he shall perform such other duties as from time to time may be assigned to him by the chairman or by the Advisory Committee.

SECTION 7. SECRETARY

The secretary shall cause to be kept the minutes of the meetings, both regular and special, of the Advisory Committee and shall promptly transmit to each of the members, to the school district, and to such other persons as the committee may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these By-laws; be custodian of the committee's records; keep a register of the post office address and telephone number of each member of the committee which shall be furnished to the secretary by such member; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairman or by the Advisory Committee.

ARTICLE V

COMMITTEES

SECTION 1. STANDING AND SPECIAL COMMITTEES

The Advisory Committee may from time to time establish and abolish such standing or special committees as it may desire. Each member of every standing or special committee shall be a member of the Advisory Committee. No standing or special committee may exercise the authority of the Advisory Committee.

SECTION 2. MEMBERSHIP

Unless otherwise determined by the Advisory Committee in its decision to establish a committee, the chairman of the Advisory Committee shall appoint members to the various committees.

SECTION 3. TERM OF OFFICE

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

SECTION 4. RULES

Each committee may adopt rules for its own government not inconsistent with these By-laws or with rules adopted by the Advisory Committee.

SECTION 5. QUORUM

Unless otherwise provided in the decision of the Advisory Committee designating a committee, a majority of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

SECTION 6. VACANCY

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI

MEETINGS OF ADVISORY COMMITTEE

SECTION 1. REGULAR MEETINGS

The Advisory Committee shall meet regularly once each month.

SECTION 2. SPECIAL MEETINGS

Special meetings may be called by the chairman or by majority vote of the Advisory Committee.

SECTION 3. PLACE OF MEETINGS

The Advisory Committee shall hold its regular monthly meetings and its special meetings in a facility provided by the school district.

SECTION 4. NOTICE OF MEETINGS

Regular meetings need not be noticed unless there is a change in the established date, time, or location. All special meetings shall be noticed. Any required notice shall be in writing and shall state the day, hour, and location of the meeting and shall be delivered either personally or by mail to each member not less than 5 nor more than 90 days before the date of such meeting.

SECTION 5. DECISIONS OF ADVISORY COMMITTEE

All decisions of the Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum was in attendance.

SECTION 6. QUORUM

The presence of a majority of the members representing parents and residents of the area to be served and the presence of a majority of members representing the organizations and agencies designated in these By-laws, shall be required in order to constitute a quorum necessary for the transaction of the business of the Advisory Committee. No decision of the Advisory Committee shall be valid unless a majority of the members of the Advisory Committee then *appointed and holding office* concur therein by their votes.

SECTION 7. CONDUCT OF MEETINGS

All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

SECTION 8. MEETINGS OPEN TO SCHOOL REPRESENTATIVES

All regular and special meetings of the Advisory Committee, and of its standing or special committees, shall be open at all times to representatives from the school district.

ARTICLE VII

AMENDMENTS

These By-laws may be amended at any time by a two-thirds affirmative vote of the members of the Advisory Committee and with the help of the legal staff of the _____ School District, provided that the amendment is to further carry out the purposes and objectives of the Advisory Committee as herein above expressed. Any amendments must conform with the State of California Compensatory Education Guidelines.

In witness whereof, the Superintendent of Schools of the

_____ _____ _____ and

_____ _____ _____,

has caused these By-laws to be duly executed on the _____ day of

_____, 19_____.

Signed_____
District Superintendent

APPENDIX C

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